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THE EFFECT OF HUMAN RESOURCES DEVELOPMENT PROGRAMS ON THE
SELF-CONCEPT OF EDUCATIONALLY DISADVANTAGED ADULTS
IN WESTERN NORTH CAROLINA

A Thesis

by

MARGURITE SUZANNE AUTREY

Submitted to the Graduate School

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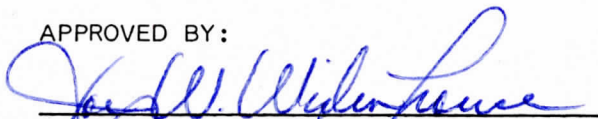
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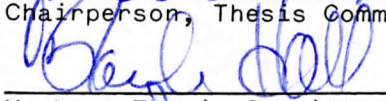
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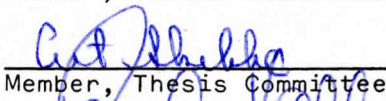
by


Margurite Suzanne Autrey


APPROVED BY:


Chairperson, Thesis Committee


Member, Thesis Committee


Member, Thesis Committee


Chairperson, Department of Administration,
Supervision and Higher Education


Dean of the Graduate School

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ABSTRACT

THE EFFECT OF HUMAN RESOURCES DEVELOPMENT PROGRAMS ON THE
SELF-CONCEPT OF EDUCATIONALLY DISADVANTAGED ADULTS
IN WESTERN NORTH CAROLINA. (August 1982)

Margurite Suzanne Autrey, A. A., Surry Community College

B. A., Appalachian State University

M. A., Appalachian State University

Thesis Chairperson: Joe W. Widenhouse

Self-concept for educationally disadvantaged, chronically unemployed and underemployed adults was examined using two program contents. In the present study, students in Human Resources Development Programs, high school completion programs, and General Educational Development Programs were pretested and post tested for self-concept before and after their respective programs. The main results showed a significant increase in self-concept scores for Human Resources Development Program participants as opposed to the participants in high school completion programs and General Educational Development Programs. This did not support the null hypothesis, but did support the alternate hypothesis that human potential program content enhances self-concept more so than educational program content.

Acknowledgements

The author wishes to express her sincere appreciation to all persons who have contributed counsel and assistance in this project and in the author's graduate program. The advice and support of Dr. Joe Widenhouse, advisor and chairperson of the writer's thesis committee, has been invaluable in the completion of her graduate program and thesis. Appreciation is also extended to other members of the committee--Drs. Ralph Hall and Art Skibbe--for their support and constructive criticism during the course of this project. And a special thank you to Dr. Ron Tuttle, without whose statistical assistance, the significance of this study might never have been realized.

Special recognition is due the deans, directors, coordinators, and students of Human Resources Development Programs, high school completion programs, and General Educational Development Programs within the North Carolina Community College System. Without their cooperation and responses, this study would not have been possible.

Finally, the author wishes to express deepest appreciation and love to her mother for her support and understanding during the period of graduate work. Without her patience, encouragement, and sacrifice, this research project might never have reached a conclusion.

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Chapter One

INTRODUCTION

By the late 1960's, North Carolina had nearly completed its transition from an agricultural to an industrial economy. Time-clock jobs were increasing in number. At the same time, there was a growing decrease in personnel to fill those jobs. Even with the relocation of uprooted agricultural workers into industrial positions, the unemployment rate in rural areas was extremely high. The black population, particularly, was not gaining the advantages of new industrial jobs. With almost half of the head of households in North Carolina having less than an eighth-grade education, both urban and rural unemployed were not ready for the industrial jobs. North Carolina ranked tenth lowest in the country in average per capita income (\$2,664 a year). There were insufficient employment and training programs equipped to handle the increase in the industrial jobs and to prepare the chronically unemployed for work. Industry was willing to provide training to motivated, dependable, and literate workers.

Educational leaders committed themselves to providing facilities for training programs to help correct the situation. North Carolina's community, junior college, and technical institute network was growing stronger, thanks to the efforts of the Chairman of the State Board of Education, Dallas Herring. Herring, along with I. E. Ready, Director of the Department of Community Colleges, was committed to educating the disadvantaged. Ready founded a large Adult Basic Education

program in the community college system that gained federal approval and funding. Ready identifies four motivations for the creation of a Human Resources Development Program. First, there was a political movement afoot that tied in closely to President Johnson's War on Poverty Program. This created a second motivation--a sentiment by the public to help the poor. North Carolina is a member of the bible belt; this has some influence on North Carolinians and their feelings. Getting people off welfare systems and turning them into productive taxpayers was a third motivational factor for the program. Finally, in order to keep astride of expansion, private industry required more trainable employees.

Manpower Development Corporation (MDC) of North Carolina was chartered in 1967 as a private, nonprofit corporation to conduct research and operate demonstration programs for industry in North Carolina. One of the primary concerns was the chronically unemployed and underemployed. As mentioned previously, industry was willing to provide training for motivated, dependable, and literate workers. By combining orientation to the workplace with basic literacy training, pre-vocational training emerged. Funds were obtained through the Economic Opportunity Act to set up Manpower Development Centers, first in Greensboro, and later in Asheville and Craven County.

Political backing came into being when Raleigh officials looked into Manpower Development Centers in Greensboro and Asheville. Governor Scott and the State Board of Education supported MDC to start a similar program at Lenoir Community College. This was purely an experimental program set up to test feasibility in an educational institution as opposed to a Manpower Development Center. They were

hopeful the concept would spread throughout the community college system.

In 1970, the Department of Community Colleges invited community college presidents from North Carolina to view a presentation by the Lenoir Community College Manpower Development Center and measure interest generated by it. The Manpower Development Centers eventually gave way to a new name in order to break away from the Corporation. Thus, the Human Resources Development Program (HRD) emerged. The chronology of HRD starts at 1968-69 with one experimental center and comes to the present-day total of 46 programs housed in the community college system.

In order to fund the HRD Program, Dallas Herring proposed an Earnback Index. Initially, the earnback was an uncomplicated calculation of increased income plus decreased public assistance divided by training costs. In 1976, however, welfare decrease or public assistance was given triple weight to figure the earnback index. This was to encourage schools to enroll public assistance recipients. As the program developed, modifications occurred; now all educationally disadvantaged, as well as the chronically unemployed and underemployed, have a chance at improving their employment opportunities through HRD.

The anticipated impact of Human Resources Development Programs on the community college system is threefold: (1) the program forges the first ties to the Manpower Training and Development Act and the Comprehensive Employment and Training Act, (2) it allows the schools to realize their open door policy by offering a program designed for the disadvantaged, and (3) it is instrumental in bringing more minority

students and teachers into the community college system.

Statement of the Problem

The Human Resources Development Program curriculum contains two basic objectives: basic education skills training and human resources development skills training. The first segment of the curriculum dealing with basic education skills training emphasizes General Educational Development; the latter segment stresses job interview and interpersonal skills training. The human resources development skills training has evolved into six areas; three areas deal with preparation for the job interview and after employment. So, emphasis is given to human relations and interactions which lead to satisfactory and stable employment security during the workday. Problem-solving processes are also used in class to generalize off-the-job as well as on-the-job behaviors.

The problem stated in this thesis concerns a human potential program that has never been externally examined to validate its affect upon the population served in its 15 years of operation. By examining the self-concept of participants before and after the HRD Program, the thesis will ascertain the affect of the human resources development skills training segment on the self-concept of program participants.

Significance of Study

HRD is the only program in the United States that involves human resources development skills training along with General Educational Development preparation. As indicated by the growing number of centers in the community college system, HRD has progressed extensively

and succeeded in providing pre-vocational training for the chronically unemployed and underemployed.

Although HRD is evaluated internally at the local level for funding purposes, it has had no external objective examination accomplished. It will prove useful and beneficial to adult educators, Human Resources Development Program directors, and the Department of Community Colleges to conduct a study examining the effects of the program on the self-concept of its participants.

With this information, there will be documented evidence for the implementation of the HRD Program in more community colleges or, perhaps, the modification of the existing program. The problem, therefore, presented before the study deals with the human resources development skills training segment of the Human Resources Development Program and its influence on the self-concept of its participants.

Chapter Two

CONCEPTUAL FRAME OF REFERENCE

Human Resources Development Program

The Human Resources Development Program (HRD) maintains two integral segments. These two components are the human resources development skills training segment and the basic education skills segment or General Educational Development preparation (MDC, 1981).

The human resources development skills training segment has five sequential sections. These sections are: (1) group building, (2) awareness of self and others, (3) the world of work, (4) test taking, and (5) consumer economics (MDC, 1981). There are different materials to be covered in each section; these different materials need not follow a specific pattern, although the sections themselves should (MDC, 1981).

The group-building section creates a cohesiveness among participants in the HRD Program that allows them to be relaxed enough to talk openly with other participants. Participants are encouraged to be sensitive to self and feelings as well as their attitudes and the effects they may have on the behavior of others. This expands an awareness of self and others. Introduction to the world of work is implemented through orientation and exploration of paths to obtaining and maintaining employment. Test-taking skills are developed through helpful hints and short cuts for preparing for examinations. The final section deals with consumer economics or money management for

purchasing power (MDC, 1981).

The basic education skills segment, or General Educational Development preparation, focuses on the reading, writing, and arithmetic skills which are directly related to entry-level employment. Students may work toward completion of the high school equivalency certificate or improve specific reading or math skills. Many adults who are unemployed lack even the basic educational skills necessary for employment at any level (MDC, 1981).

The Director of HRD Programs makes an effort to bring relevant information to employment situations. A few examples include such items as how to make change, how to budget, how to bank, how to plan for transportation, and how to use the telephone directory. The basic education preparation supports this relevant information attitude in HRD's approach to General Educational Development.

Self-Concept

Smith, Martin and Ulmer (1972) state that a low self-concept and level of aspiration results from problems ranging from inadequate nutrition to dialectical differences in minority groups. He further implies that being treated with a lack of dignity prompts disadvantaged adults to avoid learning experiences. Brazziel (1969) refers to the disadvantaged adult as lacking in ability to handle criticism or respond to pedagogical grades. He further states that the adult is above being treated like a child.

Studies pertaining to parental attitudes (Carlson, 1958 and Silver, 1958), emotional security with parents (Mistry, 1960), and even strict, over-protective or over-critical parents (Washburn,

1962) emphasize the importance of developing self-concept at an early age. As a maturing child, the family influence is more important for the growth of self-concept than the social class from which the child is born (Thomas, 1971). Parental respect and its relationship to parental interest (Wessman and Ricks, 1966) plays an integral part in development of the valuable "sense of self."

Coopersmith (1967) comes to the conclusion that self-concept is a "combination of conditions." These family conditions are likely to facilitate positive self-concept: (1) total, or nearly total, acceptance by parents of their children, (2) clearly defined, enforced limits of permissible behavior, (3) respect and latitude for individual action within defined limits, and (4) high parental self-concept. Coopersmith (1967) goes further to state that it takes more than one of these conditions, but at the same time, less than the total sum of the four to create a stable environment for self-concept growth.

Zahran (1967) and Rosenberg (1965) agree that amounts of parental interest and concern are significantly related to self-concept. The mobile life of armed service parents appears to deprive their children of the ability to develop adequate self-concepts equal to the level of their geographical peers (Wooster and Harris, 1972).

Mistry (1960) and Palfrey (1973) support the educational setting as being vital to the development of self-concepts. Carlson (1958), Griffit (1969), and Strang (1957) all support the statement that peer perceptions, although they may appear faulty, are real enough to young adults to influence them in developing self-concepts.

Strang goes on to say that the self is a changing phenomenon in the development of a self-concept. Boorer (1971) reinforces that

assumption through his analysis of the self which reveals it (the self) to be a learned structure which influences the learning process.

Socially disadvantaged children (Andrews, 1966 and Parameter, 1970) need more than a normal school atmosphere in order to develop adequate self-concept. The school program curriculum, according to Parameter (1970), affects growth of self-concept.

According to an article in the United States Air Force Human Resources Laboratory Technical Report (Fisher and Pritchard, 1978), performance and personal control on the job influences intrinsic motivation significantly more than extrinsic payment systems. This factor is related to self-concept in the sense that how people perform on the job is related to how they feel about themselves.

Pound (1978) finds an overall correlation between self-concept and career maturity when testing 500 predominantly Caucasian lower and lower-middle class high school students. This supports self-concept as an integral motivation factor for unemployed or underemployed individuals.

Unemployed or Underemployed Adults

Hunter and Harman (1979) show that weekly earnings are related to years of schooling. White males between 35-44 years of age completing 9-11 years of schooling earn between \$200 and \$225 weekly. They go further to say that unemployment rates for high school dropouts have risen dramatically from 1968 to 1975. In 1968, the white male unemployment rate was 4%; by 1971, it had risen to 8% and decreased to 5% by 1973. Two years later, the unemployment rate had doubled.

In comparison, Hunter and Harman (1979) also show that black male unemployment rates started at a higher level (around 9%) in 1968 and declined 2% in one year. It then rose to a drastic 22% by 1975.

Hepworth (1980) concludes that people who were unemployed had significantly poorer mental health and poorer well-being than those who were employed. He also states that men have a harder time adjusting to unemployment than women.

Three broad areas were studied relating to the psychological impact on the unemployed professional staff (Swinburne, 1981). These areas are: (1) feelings about becoming unemployed, (2) the process of structuring time, and (3) the job search. The results showed a direct loss of self-concept in managers and professional staff who become unemployed.

Self-Actualization

Self-actualization, as Guralnik (1976) defines it, is the "full development of one's abilities, ambitions, etc." But, according to Fitts (1971) self-actualization is more of a process. He relates self-concept as an indicator of self-actualization. Fitts goes further to propose that self-concept is a critical variable or factor in vocational choiced performance in on-the-job training as well as in an individual's general life adjustment. Rehabilitation services are influenced by self-concept and related to whether the individual cooperates with or participates in those services.

An interaction usually takes place between the self-concept and rehabilitation causing a higher level of self-actualization. Maslow

(1943) tends to think that there are few, if any, self-actualized humans. The need for self-actualization refers to the desire for self-fulfillment. Perhaps, it can be rephrased as the desire to become more and more of what one already is, to realize everything that one is possible of being. Rehabilitation is a process of building on a foundation already present--something better.

According to Gale (1974), people have endless possibilities for self-actualization. He states that "what a man can be--he must be;" it is his inner nature to strive for human fulfillment. The actualizing process is an integration of the physical, cognitive, affective, and social self (Gale, 1974).

Quoting Maslow from his clinical studies, Gale (1974) lists the characteristics of self-actualized people. Some of these characteristics include full acceptance of self, others and nature; spontaneity; problem-centered rather than self-centered; objective detachment concerning life's problems; the need for privacy; autonomy; independence of culture and environment; strong identifications with people; interpersonal relations; and a democratic character structure.

On the subject of self-actualization, Maslow (1954) states that such people seem to be fulfilling themselves and to be doing the best that they are capable of doing. He further implies that self-actualization is "basic gratification" as a basic condition with an added minimum talent or richness from the person.

Adult Basic Education and General Educational Development

Adult basic education programs, according to Cass (1971) need to contain pertinent information, be sequential in the learners' educational

process and, above all else, be flexible. In essence, there is no universal curriculum in basic education for adults.

Each local program is tailored to the clientele served. In many programs (Cass, 1971), students are divided into four levels including high school equivalency. Other programs are mandated by law to operate at five levels. The four levels include:

Level I: for adults who cannot read, write or figure at all or with great difficulty; approximately grades zero through three.

Level II: for adults with a fair amount of reading, writing and figuring who are ready to advance to more difficult work; approximately grades four through six.

Level III: for adults who can write and figure with comparative ease and can undertake advanced study in social studies or basic living skills; approximately grades seven and eight.

Level IV: for adults able to work at the high school level to prepare for General Educational Development examinations; this level is usually split into two sublevels: (1) those with no previous high school study and need one to two years of subject matter instruction and (2) those who dropped out after two to three years of high school and need six months to a year of refresher-type assistance.

For purposes of this study, an overall picture of the General Educational Development curriculum is presented. The GED test is composed of five subtests: Correctness and Effectiveness of Expression, Interpretation of Reading Materials in the Social Studies, Interpretation of Reading Materials in the Natural Sciences, Interpretation of Literary Materials and General Mathematical Ability.

The Correctness and Effectiveness of Expression subtest covers spelling, sequence of tenses, redundancy, parallelism, punctuation, capitalization, agreement of subject and verb, along with sentence structure. The three interpretations of reading materials subtests are basically the same, but specializing in a different area.

The General Mathematical Ability subtest contains problems of practical nature. Examples include estimating the cost of simple home repair projects, basic arithmetical, algebraic, and geometric concepts, employing various units of measurements, using tables and scale drawings as well as graphs.

It is generally recommended that a student not be placed in GED preparation unless having at least a seventh grade reading capability.

Summary

Self-concept is affected by many different variables along a person's life ranging from the family environment in which one is brought up to the retirement and finally death of those around us. It is important to note that in order to survive, one must earn money in one way or another. It can be made possible by being the president of a big corporation, working for the company for x number of years, or even receiving welfare and social assistance. They are all incomes, and all provide a means by which to survive.

What happens to the self-concept when that income is decreased or taken away is important for the individual. It will influence them to look for another job, apply for social assistance, or just give up. The chronically unemployed and underemployed have to deal with their environment by some other means besides holding jobs. Many

turn to social assistance; but many turn to crime.

Another important factor affecting self-concept is the educational attainment of the individual. Many companies will not look favorably on an employee who does not have a high school diploma; many employers will not give an interview to a high school dropout.

The Human Resources Development Program helps the chronically unemployed and underemployed who are also educationally disadvantaged learn job acquisition and maintenance skills. Some participants in the program also qualify for a stipend while attending HRD classes.

Chapter Three

METHOD OF STUDY

The Human Resources Development Program contains broad human potential objectives. These objectives are found to be necessary for the educationally disadvantaged to ascertain and maintain employment. The accomplishment of these broad human potential objectives requires an understanding of and commitment to the functions assigned to the HRD Program. These functions include basic education skills training and human resources development skills training.

Most high school completion programs are implemented on an audio-tutorial system with supervisory assistance. The curriculum involved in these high school completion programs is aimed directly at the completion of high school competencies. The human resources development skills training is not included in high school completion programs.

Scope of the Study

HRD stresses human resources development for acquiring and maintaining employment. The human resources development skills training has the potential to affect human self-concept. Therefore, a sample population of HRD participants was tested for effect on self-concept.

The Human Resources Development Programs are coordinated through the North Carolina Community College System. HRD emphasizes the human resources development skills training more than the basic education

skills training.

The high school completion programs, with only the basic education skills training, were used as a control group. This served to test the effect of the human resources development skills training.

This study, within boundaries, hopes to show a correlation between human potential programs for educationally disadvantaged and self-concept of their participants.

The Sample

The experimental group consisted of 25 participants enrolled at Caldwell Community College and Technical Institute and Surry Community College in the Human Resources Development Programs. Twenty-five participants who were enrolled in high school completion programs at Surry Community College and Wilkes Community College served as a control group. The participants were selected at random by the directors or coordinators of their respective programs. In the experimental group, the sexes were divided into 12% male and 88% female participants; the control group contained 48% male and 52% female participants.

Collection of Data

The Dean of Continuing Education at each community college was contacted regarding the Human Resources Development Program and high school completion program or General Educational Development Program. During an orientation meeting, at each college, HRD and high school completion program personnel were introduced and briefed on the usage of the testing instrument. Permission was granted by the directors or coordinators of the respective programs for testing using the Self

Perception Inventory by W. T. Martin.

The Self Perception Inventory (SPI) claims to be an aide (Martin, 1968) for organizational psychologists in employee relations in industrial and educational settings. The SPI utilizes the cluster approach by which 200 true-false items are grouped to form 12 subscales. The subscales include: (1) Rigidity-Dogmatism - DP, (2) Consistency - C, (3) Uncommon Response - UR, (4) Authoritarianism - AU, (5) Self Actualization - SA, (6) Anxiety - AX, (7) Depression - DP, Paranoia - PA, (9) Supervision - SV, (10) Time - T, (11) General Adjustment - GA, and (12) General Maladjustment - GM.

The SPI is a self-administering test which usually takes 30 minutes to complete. Scores are transferred to a profile sheet. This profile sheet was normed upon responses from high school students, student nurses, MDTA psychiatric aide trainees, university students, mental health professionals, and college level mental health students.

Four subscales were focused upon in this study. The first three subscales were Consistency, Self Actualization and Supervision. General Adjustment is the fourth scale and contains the first three subscales. For statistical purposes, General Adjustment was utilized.

The Consistency (C) subscale contains 22 true-false statements. This subscale is supported by the hypothesis that "a relatively integrated and adjusted person will tend to answer test questions in a consistent manner and will recognize statement which are similar or identical in content" (Martin, 1969).

The scores on the C subscale dropped significantly when a subject was instructed to mark TRUE or FALSE on an answer sheet without benefit of questions (Martin, 1966). This implies that when a subject answers the test questions without regard to their content, a low C score will result. For validity and reliability, this subscale was included as a prominent feature in this study.

Twenty-nine statements were presented as the Self Actualization (SA) subscale. These statements are related to the personality traits of self-actualizing individuals. The goal of this subscale is identification of self-actualization regardless of the actualization direction. The SA subscale relates to negative as well as positive self-actualization.

The Supervision (SV) subscale included 54 items referring to desirable qualifications for supervisory personnel. Supervisory policy and attitudes of persons primed to supervisory position items are included as well. Twenty-five of the items were answered by a group of supervisory personnel (N = 30) who were considered to be effective supervisors for inclusion in the SV subscale (Martin, 1968). An additional 29 items were added later to form a subscale that measured effectiveness, insight into human interactions, and leadership qualities.

The sum of the C, SA and SV scores compose the General Adjustment (GA) scale. This scale serves as a primary index of relative adjustment. This scale also discriminates between disturbed and non-disturbed persons with a high level of significance. On the overall inventory, this scale is used as a validity check.

The Self Perception Inventory was normed to business and industry laborers. Because of this norm, it was decided to use the SPI as a self-concept testing instrument for this study's population.

All testing of HRD participants was handled by the author at Caldwell Community College and Technical Institute. The Director of HRD at Surry Community College administered all testing for her program.

The high school completion program participants at Wilkes Community College were tested by the author. The Learning Laboratory Coordinator at Surry Community College's Mt. Airy Division directed the testing of his General Educational Development Program students.

The Dependent Variable

Self-concept appears to be an integral part in the development of human potential programs. These programs also include self-actualizing segments to increase participants' self-concept. For purposes of this study, self-concept is used to cover the concepts of self-perception, self-esteem, and self-actualization.

The constant in this study is the self-concept of students enrolled in educational programs. Self-concept, then, is the dependent variable being dependent upon the program of study administered to the students.

The Independent Variable

The other factor included in this study was the educational program content. The program content was chosen because of the uniqueness of the HRD Program. Containing two program contents in one human potential program makes HRD exceptional in the field of Manpower

programs.

Program content might influence the self-concept of participants in educational programs. Therefore, that educational content becomes the independent variable for this study.

Hypothesis

The major objective of this study was to determine the significance of the human resources development skills training segment of the Human Resources Development Program on the self-concept of the educationally disadvantaged. The experimental group was composed of the HRD participants at Caldwell Community College and Technical Institute and Surry Community College's Mt. Airy Division. A control group comprised of high school completion program participants at Wilkes Community College and General Educational Development Program participants at Surry Community College's Mt. Airy Division were utilized. This was done in order to separate the human resources development skills training from the basic education skills training in HRD.

To give direction to the analysis of the data, an hypothesis was designed from the conceptual framework and related research. The null hypothesis states that self-concept scores of Human Resources Development Program participants will not be affected significantly as compared to the self-concept scores of high school completion program and General Educational Development Program participants after completion of the program.

Data Analysis

The major objective of this study was to determine the significant increase in self-concept after completion of the Human Resources Development Program. For purposes of this study, statistical significance was established at the .05 level.

Post-test scores on the General Adjustment scales for the Human Resources Development Program participants and high school completion program or General Educational Development Program participants were compared using analysis of covariance. Correcting for initial differences, the participants' pretest scores as covariants in the analysis were used. This analysis was conducted at the Appalachian State University Computer Center using the Statistical Package for the Social Studies (SPSS).

Chapter Four

PRESENTATION AND INTERPRETATION OF DATA

This section presents an account of the 50 individuals associated with the North Carolina Community College System who were enrolled in the Human Resources Development Program, high school completion program and General Educational Development Program. Data were secured from three institutions in the North Carolina Community College System, with responses obtained from 25 Human Resources Development Program participants and 25 high school completion program and General Educational Development Program participants.

Each of the participants was asked to complete the Self Perception Inventory by W. T. Martin during the first week of their respective programs and after completion of their programs. The SPI was used in an analysis of covariance research design with administration of the test in class or group settings. One group was post-tested by a mail-out and return survey.

Research on self-concept indicates that the varying levels of self-concept are correlated to the educational attainment and employment rate. Exploration of this possibility is one of the objectives for this research effort.

It was anticipated that the self-concept scores of Human Resources Development Program participants would be greater after completion of the program. High school completion program or General Educational Development Program participants were not expected to show an increase

in self-concept scores. In this analysis, attention was centered upon the difference in self-concept scores of participants in the Human Resources Development Program as compared to the high school completion program or General Educational Development Program participants.

Comparison of HRD Scores and HSC/GED Scores

Pre-test scores were collected during the first week of each program. After completion of the program, each participant was post-tested for increase in self-concept. All scores are a composite of three subscales. Supervision, Consistency and Self Actualization subscales form the General Adjustment score for each participant.

Initial data gathered from Human Resources Development Program participants showed an increase in self-concept scores. The mean pre-test self-concept score for Human Resources Development Program participants increased from 73.000 to 79.000 for the post-test self-concept score. There were similar increases in both the median and mode scores for the Human Resources Development Program participants. Median scores increased from a pre-test self-concept score of 73.000 to post-test self-concept score of 79.000 and mode self-concept scores increased from 67.000 to 79.000.

Cumulation of data gathered from high school completion programs or General Educational Development Programs participants did not show an increase in mean scores. Both pre-test and post-test self-concept scores from high school completion program and General Educational Development Program participants is 70.000.

There was a slight increase in median and mode self-concept scores from pre-test to post-testing of high school completion program or General Educational Development Program participants. The pre-test median self-concept score went from 69.000 to a post-test median self-concept score of 71.000 and the pre-test mode self-concept score rose from 75.000 to a post-test self-concept score of 81.000. For a comparison of collective data between Human Resources Development Program participants and high school completion program/General Educational Development Program participants, see Table 1.

Discussion of Independent Variables and Their Relationship to Group Self-Concept

The dependent variable was the self-concept scores of the Human Resources Development Program, high school completion program, and General Educational Development Program participants. Because the program content could be manipulated, self-concept was a constant factor.

For the Human Resources Development Program participants, mean self-concept scores increased (pre = 73.000; post = 79.000) after completion of the program. This contradictory to the trend as set by the mean self-concept scores of high school completion program and General Educational Development Program participants. There was no increase (pre = 70.000; post = 70.000) in mean self-concept scores. For a visual comparison, see Figure 1.

Summary

The null hypothesis stated in this study was: Self-concept scores of participants in the Human Resources Development Program will not

Table 1
Comparison of Collective Data from
HRD Participants and HSC/GED Participants

	Pre-test	Post-test
Human Resources Development Program		
Mean	73.000	79.000
Standard Deviation	6.856	8.178
Mode	67.000	79.000
Median	73.000	79.000
High School Completion/General Educational Development Program		
Mean	70.000	70.000
Standard Deviation	10.036	10.448
Mode	75.000	81.000
Median	69.000	71.000

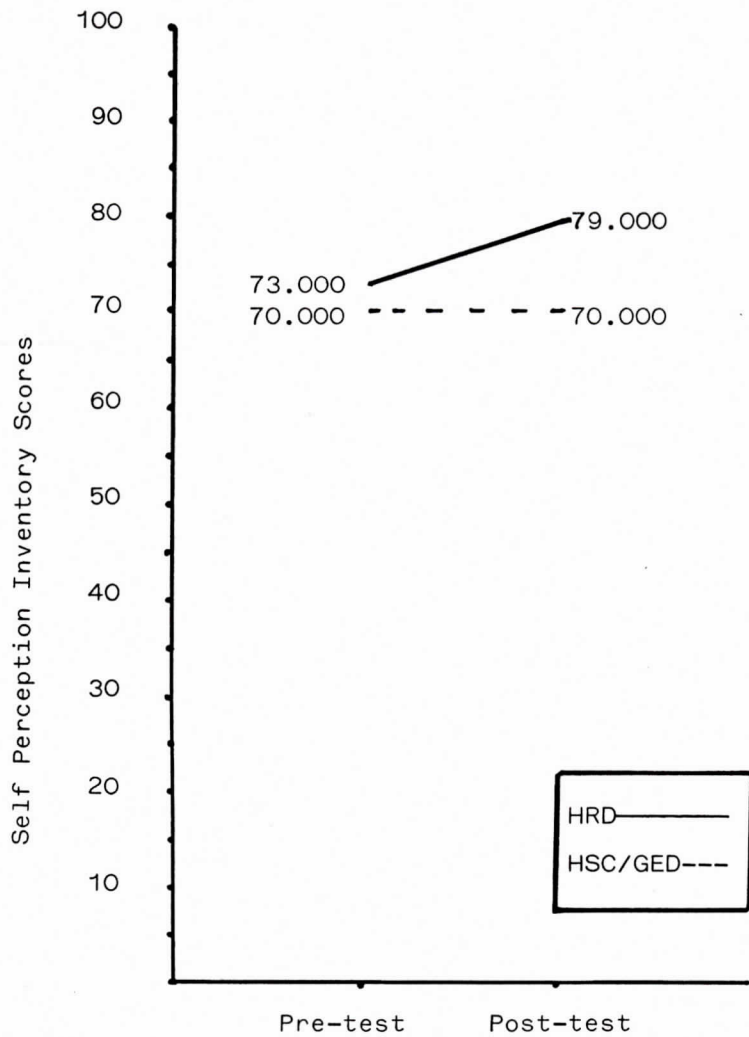


Figure 1. Comparison of Pre-test and Post-test Self-Concept Means

significantly differ from self-concept scores of the high school completion program and General Educational Development Program participants after completion of their respective programs. Post-test self-concept scores from Human Resources Development Program participants and high school completion program/General Educational Development Program participants were compared using analysis of covariance. With the pre-test self-concept scores being used as covariants, initial differences between the two groups were balanced.

Using the Statistical Package for the Social Studies (SPSS) at the Appalachian State University Computer Center, an analysis of covariance was conducted. The program's main effects, with a "F" value of 8.082, was significant at the .05 level.

The data did not provide evidence to support the null hypothesis. Because of the direction of the difference, conclusions were made that one group was affected by the program content and increased in self-concept scores. The Human Resources Development Program participants' self-concept scores (mean = 79.000) were higher than the high school completion program/General Educational Development Program participants' self-concept scores (mean = 70.000). This led to the conclusion that the Human Resources Development Program made a significant increase in self-concept scores of their participants over that of self-concept scores from the high school completion program/General Educational Development Program participants.

The data presented in this study were related to the factors that were thought to influence the self-concept of educational program participants. The null hypothesis was not supported by this research

effort. Evidence was found, however, from the data which supported an alternate hypothesis as it related to the independent variable of Human Resources Development Program content. Therefore, it can be concluded that Human Resources Development Program content is associated with self-concept enhancement.

Chapter Five

SUMMARY, CONCLUSIONS, IMPLICATIONS

In the 1960's North Carolina was changing from an agricultural to industrial economy with a growing decrease in time-clock personnel. An influx of untrained, illiterate workers into the job market brought attention to the need for employment training programs. In coordination with President Johnson's War on Poverty Campaign, Manpower Development Corporation, along with the North Carolina Community College System, initiated the Manpower Development Centers, later known as Human Resources Development Programs.

This research project was an effort to determine the effect of Human Resources Development Programs on the self-concept of the educationally disadvantaged, chronically unemployed and underemployed. The self-concept of this population is integral to the human potential program content of Human Resources Development Programs. In its 15 years of existence, HRD has had no external validation for increase in the self-concept of its participants. Because of the human potential program content, the Human Resources Development Program was selected for study on the effect of participants' self-concept.

This study was concerned with the theory that educational attainment and employment rate was correlated with individual self-concept. For analytical purposes, the Human Resources Development Program--a human potential program--was compared to the high school completion

program or General Educational Development Program--an educational program.

Data were obtained from a random sample within three institutions in the North Carolina Community College System. The participants in Human Resources Development Programs, high school completion programs, and General Educational Development Programs were the population for this study.

Summary of Conceptual Orientation and Methodology

The basic concepts used in this study were centered around self-concept of the educationally disadvantaged, chronically unemployed, and underemployed. The concept of program content was the major conceptual tool used to operationalize self-concept of the population. The structure through which these concepts were utilized was the analysis of covariance research design. The two program contents were compared by the measureable difference in participants' self-concept; therefore, this research design seemed appropriate.

Self-concept was defined as the perception of one's self. For purposes of this study, the term "self-concept," will enclose the following concepts: self-perception, self-esteem, and self-actualization. Self-concept is considered to be an important part to human potential programs and should be affected by such programs.

The basic procedure used in this study to understand the effect of human potential programs on the self-concept of the educationally disadvantaged, chronically unemployed and underemployed was an analysis of covariance research design. This design employed post-test self-concept scores of Human Resources Development Program participants as

compared to post-test self-concept scores of high school completion program and General Educational Development Program participants. Scores were taken from W. T. Martin's Self Perception Inventory.

This research concentrated on human potential program content and its measureable affect on the self-concept of the educationally disadvantaged, chronically unemployed, and underemployed. An educationally disadvantaged adult is defined as one over the age of 18 without a high school diploma. Adults unemployed for at least six weeks or employed below their educational level constitutes unemployed or underemployed adults. The author acknowledges that many other intervening variables could have contributed to affect in self-concept. The ones listed above were deemed more influential.

In addition to the above research design, a comparison within subjects could have been conducted. This would have provided the study with more information on the affect of singular program content on participants' self-concept. The administration of self-concept tests could have been conducted, as always, in a more sterile environment. Also, a wider population base could have served for support in this study's findings. There are always limitations to any study but the author feels that for the locale and time of year in which the study was conducted, this research effort was the best it could have been.

The conceptual frame of reference did prove useful as a guide in the direction of the analysis of data. Therefore, weaknesses that exist in this research project are more likely attributable to the research procedures rather than to the conceptual parts.

Summary of Findings

The findings of this research project relate to two major areas:

(1) self-concept of the educationally disadvantaged, chronically unemployed, and underemployed, and (2) the program content and its relationship to self-concept.

When the self-concept scores of HRD Program participants were compared to the self-concept scores of high school completion program and General Educational Development Program participants, a significant differences was found to exist between the scores. The null hypothesis which directed this study could not be supported and an alternate hypothesis was formed. The alternate hypothesis states that self-concept of Human Resources Development Program participants will be significantly greater as compared to the self-concept scores of high school completion program or General Educational Development Program participants.

An analysis of covariance using the pre-test self-concept scores as covariants was conducted to insure statistical significance. Because of the direction of the data, the alternate hypothesis was supported.

The employability of Human Resources Development Program participants in the job market as compared to the participants in high school completion programs or General Educational Development Programs was not related to this study but important to the findings of this research. The human potential program content of Human Resources Development Programs gives a boost to motivation of those chronically unemployed or underemployed. In the same sense, high school completion programs or General Educational Development Programs gives a boost to educational attainment but not necessarily job acquisition and

maintenance skills.

Conclusions

This research effort was based upon the belief that educational attainment and employment rate has a direct correlation with individual self-concept. Support for this contention was found when the self-concept scores of Human Resources Development Program participants were compared to the self-concept scores of high school completion program and General Educational Development Program participants. Significant differences were found at the .05 level and .01 level between the groups self-concept scores. Therefore, the Human Resources Development Program made a significant difference in participants' self-concept scores.

When self-concept is enhanced, because of certain program content, that program content has affected individual self-concept. Therefore, program content is important to the self-concept of program participants.

The Human Resources Development Program has the uniqueness of two program contents with one major goal. Human resources development skills training and basic education skills training together form a human potential program for educationally disadvantaged, chronically unemployed and underemployed adults. Separately, each segment could stand alone; together, they form a human potential program to enhance individual self-concept.

The human resources development skills training makes the program a "human potential" program. With just the basic education skills training segment, the program is too similar to high school completion

programs or General Educational Development Programs. These are preparatory programs for a high school diploma.

The human resources development skills training also provides Human Resources Development Program participants with communication skills practice as well as personal development and career planning. Very few educational programs for the educationally disadvantaged, chronically unemployed and underemployed can make this claim.

Implications

This study attempted to explore the effect of program content on individual self-concept. Therefore, this research project was an attempt to gain knowledge concerning the Human Resources Development Program and its affect on the self-concept of its participants. The results of the study have several important implications.

First of all, any kind of educational program has an effect on its participants. But human potential programs should be examined for self-concept effects. This study implied that program content does have a significant effect on the self-concept of its participants.

Directors of human potential programs, as well as any continuing education programs, should be aware of the results of this study. Planning an appropriate program for a specified population is one of the major duties of directors, coordinators, and supervisors. For self-concept enhancement, human potential content should be included in an educational program.

One of the main functions of educational programs is to further the participant's learning and, in doing so, make it easier to gain and maintain employment. A human potential program has this implication

more so than the normal continuing education program. Continuing Education Divisions in the community college system should acknowledge this research and adapt to it.

Limitations of the Study

The following limitations were used by the author as a guide in this study.

1. The data for this study were from Human Resources Development Program participants, high school completion program participants, and General Educational Development Program participants.
2. The data were collected only within the North Carolina Community College System at Surry Community College, Caldwell Community College and Technical Institute, and Wilkes Community College.
3. The data were collected concerning self-concept as measured by W. T. Martin's Self Perception Inventory.

Recommendations for Further Research

This research was an effort to investigate the program content of Human Resources Development Programs and its effect on the self-concept of its participants. Since the growth of Human Resources Development Programs in the North Carolina Community College System is widespread, it seemed appropriate to examine it more closely. But once research is started, it has endless possibilities.

One of the recommendations this author has for another study is for it to be more inclusive of the population. That is, to examine a larger sample of the population, if not one total session of HRD

participants across North Carolina. If this is not possible, then perhaps a stratified sample selected at random across the state would be more feasible.

Another variable to be considered in a self-concept study is the sex of the participants. The majority of unemployed people are men. Perhaps a study researching program content and its effect on men singularly would enlighten the present study. The program content might prove to influence the self-concept of a certain sex.

The length of the program is another variable that could be investigated. Some programs last as long as the student needs to complete the program; some programs have a time limit for completion. Another study could stratify time allotments as well as sex of the participants.

Separate studies could be conducted for self-concept enhancement in high school completion programs and human potential programs. This could give a better view to the individuality of each type program.

The association of program content as it relates to self-concept of educationally disadvantaged, chronically unemployed and underemployed adults appeared to be appropriate for this study. However, the study of other variables and their possible effect upon self-concept could be the objective of further research.

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APPENDIX

Analysis of Variance F Table

Source of Variation	Sum of Squares	DF	Mean Square	F	Signif of F
Covariates Pre	1904.348	1	1904.348	31.223	0.000
Main Effects Program	492.917	1	492.917	8.082	0.007
Explained	2397.265	2	1198.633	19.652	0.000
Residual	2866.629	47	60.992		
Total	5263.895	49	107.426		

VITA

Margurite Suzanne Autrey was born in Surry County, North Carolina on March 26, 1958. She attended several elementary schools in that county and graduated from North Surry High School in June, 1976. Immediately following graduation, she entered Surry Community College where she was awarded membership into Who's Who Among Students in American Junior Colleges. After receiving the Associate in Arts from Surry Community College, she entered Appalachian State University to study Psychology and Special Education. In December of 1980, she finished her Bachelor of Arts and entered Appalachian State University's Graduate School to study Higher Education. The Master of Arts degree was awarded in August of 1982.

Ms. Autrey is employed with Caldwell Community College and Technical Institute as an Instructor for Adult Basic Education/High School Diploma Program in Watauga County. She makes her home at 408 West Queen Street in Boone, North Carolina.

The author is a member of Phi Delta Kappa, North Carolina Adult Education Association and North Carolina Association for Community Education. Her mother is Margaret J. Autrey of Mount Airy, North Carolina.